Helpdesk Research Report

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HEALTH & EDUCATION ADVICE & RESOURCE TEAM

Links between education and peace

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Question

What are the links between education and peace? Review literature on linkages between educational outcomes and degree of 'peacefulness'.

Contents

1. Overview

Education is a significant contributor to peace, and appears in two of the 24 indicators in the Positive Peace Index produced by the Institute for Economics and Peace. Education can lead to peace and be a part of 'building back better' by supporting the transformation of the security situation, political institutions, economic regeneration and social development. However, education policies can also contribute to the escalation of conflict if they are poorly designed or implemented. Key lessons about how education can contribute to peace, recovery, and reconstruction include the following:

- Education should be inclusive, affordable, and accessible. It should address inequality and exclusion and provide opportunities for previously marginalised communities.

- Education can help develop identities and deal with the legacies and grievances of previous conflict, improving social cohesion and moving societies towards reconciliation.

- The provision of an education service may in itself reduce the risk of conflict, if a population feels provided for.

- Education and skills training can help reduce the risk of people turning to or returning to conflict, and can support economic regeneration.

- Education of former combatants can reduce grievances and support reintegration by giving ex-combatants skills needed for work.

- Early Childhood Development interventions have been shown to have a positive impact on peace.

- Access to education can reduce attitudes towards and participation in violence, although it can also raise awareness of injustice and discrimination.

- Social, political and cultural issues must be addressed alongside the delivery of education.

- Conflict sensitivity should be incorporated into educational planning to ensure that curricula and delivery do not reinforce inequalities or create divisions.
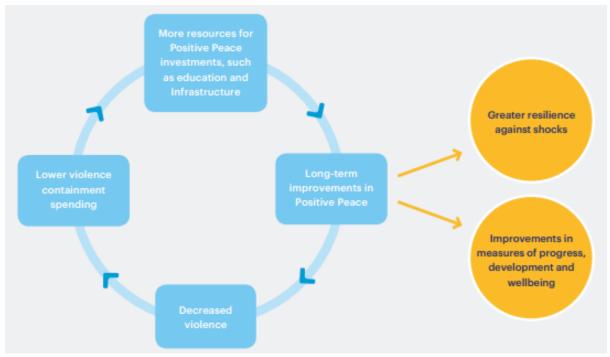
- Schools must be peaceful environments.

2. Positive peace and education

Education features in the Global Peace Index (GPI) report produced by the Institute for Economics and Peace (IEP), although it is not an indicator in the GPI. Education is, however, incorporated in the Positive Peace Index (PPI), a composite measurement of attitudes, institutions and structures which create and sustain peaceful societies, support the optimum environment for human potential to flourish, and enhance resilience. (IEP, 2015)

Education and skills development increase economic productivity, political participation and social capital. Education is also regarded as a key element to building resilience. Education appears in two of the 24 indicators in the PPI as part of human capital (see Annex I for the complete list of indicators).

The PPI incorporates education through the following indicators (IEP, 2015; Commonwealth Youth Programme, 2013):

- Total secondary school enrolment, regardless of age, expressed as a percentage of the population of official secondary education age.

- Mean years of schooling, education spending as % GDP, and youth literacy are three of the 15 indicators incorporated in the Commonwealth Youth Development Index (YDI) produced by IEP for the Commonwealth Youth Programme. The Youth Development Index is then included as an indicator in the PPI.

Positive Peace: virtuous cycle of lowering violence containment spending (IEP, 2015, p.70).

Another factor contributing to positive peace is the equitable distribution of resources. In most cases peaceful countries are found to ensure equity in access to resources, including access to services such as education. The GPI report for 2015 finds that low income countries that focus resources on militarisation are less likely to provide equitable access to services such as education and are more likely to be corrupt.

Increases in violence result in increased direct and indirect costs associated with crime, but also increased expenditure on security, diverting funds away from areas such education. (IEP, 2015) As violence decreases, more money is available to be spent on productive areas including education, and lower levels of injury and death increase opportunities to contribute more to the economy (IEP, 2015).

3. Education leading to peace

For education to lead to peace, it must support transformation processes related to security, political institutions, economic regeneration and social development. Empirical evidence on the impact of education programmes on peacebuilding is limited. There is a lack of impact evaluations and there are challenges relating to the methodological difficulty of measuring long-term outputs from education interventions (Smith, 2010). In the literature that does exist there is a recurrence of a number of challenges and themes, which are discussed below.

The right type of education

Education policies can create conditions for violent conflict or the conditions for peace. Seitz (2004) argues that education policies that exacerbate the impact of direct gender-specific, structural and cultural violence, combined with badly-organised education, whether intended or not, can contribute to the escalation of societal conflicts. Education has been shown to reinforce or drive economic and social exclusion, inequality and social fragmentation along ethnic or religious lines. (UNICEF, 2014)

Curricular content that focuses on negative aspects of historical events may contribute to underlying conditions for conflict (Burde et al., 2015). If schools are used to reinforce social divisions, intolerance and prejudices, peace will not be achieved. The classroom must be used to develop mutual trust. Education has the potential to nurture peace. To achieve this, stakeholders need to work towards inclusive education systems. Policy planners involved with language, curriculum and decentralisation must consider long-standing grievances in their planning. Schools must promote tolerance, mutual respect and peace. Such values would make societies less susceptible to violent conflict (UNESCO 2011).

The educational process is also important: "Curriculum packages that espouse tolerance and egalitarianism, but that are delivered within educational structures that are fundamentally intolerant and inegalitarian cancel out much of the potential positive impact" (Bush and Saltarelli, 2000, p. 34). Education systems that promote tolerance are found to support positive capacities for peace. A State's ability to provide its population with an adequate education system may reduce the chance of conflict. If the expectations of the population for essential services, such as education, are met, peace is more likely (DFID, 2010).

Education can assist longer-term development processes related to dealing with the legacies of conflict. There is an increasing body of literature focused on the role of education in truth, reconciliation and transitional justice processes (Smith, 2010). A political economy analysis of education in Nepal found that education had a strong role in identity development:

> "The demise of the monarchy has opened the way for greater recognition of diversity in religion and culture. The notion that Nepal's diverse peoples had happily submitted to the 'Hindu Kingdom' could now be challenged and a discourse relating to historical and cultural suppression began to emerge. School textbooks have been revised to remove the worst stereotypes relating to history, religion and culture and respect for diversity is now included in the syllabus under the heading of Peace Education" (Pherali, Smith and Vaux, 2011, p. 11).

However, in Nepal disagreement regarding the language of education was experienced. The commitment to federalism by the political parties and the Constitution resulted in multiple languages for education in different states. There is concern that issues of language may become political and have negative consequences for the education system (Pherali, Smith and Vaux, 2011).

Observational evidence indicates that higher levels of education, and equal access to it, may limit participation in militancy or extremism, but results are mixed. Multiple perspective history teaching has been shown to have a positive effect. However, no robust evidence shows the best ways for education to counter violent extremism (Burde et al., 2015). Conflicts have complex causes and dynamics. They are influenced by historical factors, natural resources as well as geopolitical, economic, environmental, cultural and social factors. Education is very likely to be integral to at least some of these dynamics. (For more details on education's roles in the dynamics of peace and conflict please see Annex 2.)

Schools must teach children to live in peace. Awareness of religious, ethnic, linguistic and racial diversity should be recognised and celebrated. The 2011 Education for All Global Monitoring Report states that for education to improve the prospects for peace the following must be taken into account:

- *Language of instruction* – Using of a single national language as the medium of instruction in schools can foster a sense of shared identity or fuel violence.

- *Reforming the curriculum* – In particular teaching subjects such as history and religion. Education can be used to erode deeply entrenched divisions by getting students to reflect on multiple identities, and on what unites rather than divides them.

- *Devolution of education governance* – Decentralisation and devolution lead to greater accountability or a weak government role could hamper peacebuilding efforts.

- *Making schools non-violent environments* – The normalisation of violence in society must be challenged to achieve peace. Corporal punishment needs to be prohibited (UNESCO, 2011).

Education has a role to play in response to and recovery from conflict. Management and governance of education can contribute to conflict, especially if corruption is present or wider political processes that are weak and ineffective. These challenges cannot be fully addressed through education. However, reducing inequalities in educational provision and resourcing, as well as fighting corruption may reduce grievances that underpin conflict. Effective education management is critical to the role of education in responding to conflicts and emergencies if they were to arise again. (UNICEF, 2014).

For education to contribute to post-conflict reconstruction it must be made affordable and accessible. School fees should be dropped in post-conflict contexts to increase equitable access. Also, poor quality of education that fails to deliver the relevant skills may increase the risk of conflict. However, the links between education and peace are not clear cut: there are examples of countries with high levels of education that have experienced war, but in societies that have experienced multiple conflicts limited access to education and opportunities may weaken a fragile peace. Unequal access may generate feelings of injustice, which could lead to a return to violence or the government losing legitimacy. Skills training and psychosocial support interventions could be offered to help defuse any potential return to violence. (UNESCO 2011)

Conflict-sensitive education

Education is rarely directly implicated in the incidence of violent conflict. However, education can indirectly accentuate or mitigate conflict by creating or entrenching socio-economic divisions, through processes of political inclusion and exclusion, as well as through accommodation of cultural diversity. Education that is 'conflict sensitive' avoids contributing to conflict and pursues a contribution to peace (HRW, 2015).

Designing conflict-sensitive education systems can be challenging (Brown, 2011). Conflict-sensitive planning recognises that policy decisions have consequences for peacebuilding. Educational content, how it is delivered and how the overall education system is organised can lead to peace, or return societies to conflict (UNESCO 2011). When planning education policies, governments should consider long-standing rivalries and partially resolved disputes between groups and regions (UNESCO 2011). Conflict-sensitive education interventions must 'do no harm' and ensure that they do not reinforce inequalities or fuel further divisions (Smith et al., 2011). Programmes must remain flexible to best respond to fluctuating contexts (Herrington, 2015). Improved feedback loops can help monitor outcomes and effectiveness. Also, collaboration between education specialists, peacebuilding specialists, and the broader development field in a systems thinking approach to achieving sustainable, long-term change. Herrington (2015) offers some overarching principles for implementing successful design, monitoring and evaluation systems in education for peacebuilding programming. For the programmes to be sustainable and owned by the beneficiaries, participation must be included in the process, design, and implementation.

A mixed-methods case study based on household survey data focused on the role of education in peacebuilding in South Africa distinguishes hard educational inputs, such as improvements in school infrastructure, teacher deployment, and school fees, from soft inputs, such as school integration, the history curriculum, and mother tongue education policies (Omoeva, Hatch and Buckner, 2015). The research found that pro-equity policies guaranteed a significant resource to all schools. However, substantial inequalities remain in funding in South Africa and the policy was found to have a limited impact on the historical resource legacies and mobilisation of resources. The persistent pattern of poverty and violence that plagues predominantly black and coloured South African communities is rooted in the structural legacies of apartheid. These communities also experience facto residential segregation and high levels of unemployment. These issues to date have not been resolved by the government and continue to pose the greatest threat to social cohesion and peacebuilding in South Africa (Omoeva, Hatch and Buckner, 2015).

In South Africa, the no-fee school policy provides resources to needy schools and communities yet may be ineffective in addressing equity itself. Attempts by schools to foster social cohesion are undermined by limited school integration, due to de facto housing segregation:

> "Shifts in the legal framework that make integration a possibility, if not a reality, and that have sought to improve educational funding seem to have helped reframe discussions of inequality, social capital, social cohesion, and violence...Investments in education have made it clear that the government recognises educational inequality and group relations as a problem, while the realities of sustainable peace and long-term social cohesion are slower to come" (Omoeva, Hatch and Buckner, 2015, p. 45).

Peace Education

Peace education is a concept grounded in the theory that education can lead to peace. It achieves this by encouraging non-violence and reconciliation among students. It involves activities and lessons on sharing, working in groups, interacting with others, and dealing with emotional stress positively:

> "Governments and international organisations develop and implement peace education programmes either in schools as part of the formal curriculum or outside schools as alternative interventions. With regard to impact on learning outcomes, peace education programmes are among the most widely evaluated interventions in contexts of both post-conflict and protracted conflicts." (Burde et al., 2015, p. 40).

There is a paucity of evidence on long-term effects of peace education. In the literature which is available, it is not always possible to show which peace education component works or does not work to produce specific outcomes. More research is needed on the impact of peace education as the studies published to date lack of comparability between experimental and control groups and selection bias among participants (Burde et al., 2015).

Webster (2013) presents an evaluation of peace education in Uganda, based a collection of stories of life after war. It found that it has the ability to help children navigate a post-conflict environment by emphasising their agency and ability to bring about social change. Linked to this, it must be recognised that schools themselves are social spaces which can deliver and reinforce positive or negative outcomes. In the Ugandan context, it is argued that the ideal direction for peace education to take would be the creation of a child-inclusive but community-centred umbrella organisation that monitors projects implemented by various organisations. Curricular ideas, strategies and best practices could be shared.

Ideally, there would be partnership with community-created and -based systems of conflict resolution that would complement the school-based curricula (Webster, 2013).

Early Childhood Development (ECD) and Peace

Early Childhood Development interventions have been found to promote constructive social behaviour among parents and communities, including improving communication (Smith, 2015). Interventions that promote child-to-child interaction can help children develop positive behaviour skills, including team work, cooperation, conflict management, regulating emotions, showing appreciation for diversity and processing complex information. Such skills are important for peaceful interaction and reduce the reliance on violence to resolve conflict. Evidence from Jamaica and Lebanon suggests that early childhood interventions improve educational outcomes and psychological functioning, reduce violent behaviour, improve family harmony and increase women's empowerment (UNICEF, 2015).

A case study that examined the role of ECD in building peaceful and resilient communities in post-conflict Uganda found that the pre-primary education and life skills training is helping to address issues of equity, which lie at the root of recent conflict. The programme was careful to include children in rural and marginalised areas. Such education programmes provide safe places for children during the day, allowing families to go to work. The case study also found that ECD in this context promotes constructive social behaviour among children. This includes developing interpersonal skills that enhance constructive interaction among peers. In this way, ECD, or pre-primary education, is shown to have a role to play in building peaceful and resilient communities in the post-conflict contexts (Smith, 2015).

The following recommendations are made by UNICEF (2015, p.3) to build peaceful and cohesive societies through ECD:

- Implement ECD programmes that are safe, nurturing and inclusive - targeting the most vulnerable children and bringing different community groups together around shared goals.

- Integrate peacebuilding into parenting programmes for marginalised populations that cannot access ECD centres, and set up strategies to reach out to isolated and marginalised or isolated families.

- Integrate ECD components into peacebuilding capacity-building, curricula and training materials for workforce and caregivers.

- Advocate for the development of policies, guidance and tools that recognise and include ECD strategies as part of peacebuilding.

- Ensure investments and continued capacity building on measurement of the long-term contributions of ECD programming on social cohesion, resilience and equity goals.

- Build capacity of social, print, and online media to understand the role ECD can play in promoting peaceful societies.

- Leverage support at the national level for contributions to global efforts of the Early Childhood Peace Consortium to adopt a United Nations resolution on education and peacebuilding, inclusive of ECD.

Educating former fighters

For peace to be maintained, educational opportunities must be offered to former combatants and for those who missed out on education during the conflict (UNESCO, 2011). Education can contribute to social transformation, for example by providing 'catch up' or accelerated learning programmes as part of Demobilisation Disarmament and Reintegration (DDR) in the post-conflict phase (Smith, 2010). In Mozambique, the demobilisation and reintegration of fighters was an important aspect of the transition from war to peace. Reintegration was considered a success by all major observers. The International Labour Organization (ILO) implemented the Occupational Skills Development programme (OSD) to provide education to demobilised soldiers. Many of the former combatants were previously farmers with no formal training and lacking the necessary skills to find gainful employment. The absence of significant and sustained violence during the period led observers to regard the programme as successful. However, data from the community suggests that integration problems persisted: "A lack of knowledge about target beneficiaries, uncertainty regarding the appropriate levels of education among ex-soldiers and the absence of a market survey that could provide a guide as to which skills were in demand were to prove to be significant oversights" (Alden, 2002, p. 347). The reintegration programme in Mozambique was regarded as a success, although it is argued that this success was paid for with generous subsidies to ex-combatants. One veteran observer declared that peace in Mozambique was 'bought' at all levels (Alden, 2002, p. 354).

Challenges of youth employment

As already noted, poverty and high levels of youth unemployment has been shown to increase the risk of conflict (UNESCO 2011). Evidence from an assessment of peacebuilding in Sri Lanka found that further research is needed to establish the multiple factors that lead to youth participation in armed conflict. A better understanding must be developed of the causes and drivers of resentment and other grievances, and whether these lead to unrest. The private sector must engage with educational institutes to forge partnerships to strengthen curricula that are suitable to prepare young people for work. Education systems must give young people the skills demanded by the market, yet education alone cannot overcome all the barriers (Amarasuriya, Gündüz and Mayer, 2009). Simply increasing education in such contexts will not produce the fundamental changes that are necessary in ethnic conflict-affected societies. Transformative solutions are required to change the underpinning logic and structures of behaviour (Bush and Saltarelli, 2000). Youth unrest is linked to the context that has generated it and therefore influenced by social, political and cultural issues (Amarasuriya, Gündüz and Mayer, 2009).

Education leading to violence

There are examples from various conflicts around the world where education has formed part of the problem and not the solution. In these contexts education has served to divide and antagonise groups both intentionally and unintentionally (Bush and Saltarelli, 2000). Although there is evidence that the right kind of education leads to peace, the wrong kind of education may make conflict worse. One study found that having a higher education, along with a high standard of living, are positively associated with participation political violence and with becoming a suicide bomber (Berrebi 2007). The study is based on a statistical analysis of the determinants of participation in terrorist activities in Palestine between the 1980s and 2002. As noted already, inappropriate or biased educational material may advocate for violence on political or religious grounds. Individuals with more education may be more aware of injustice and discrimination. Aggravation linked to this knowledge may be channelled into violent or terrorist activities. Those who are educated may also develop a sense of social responsibility and civic engagement, resulting in the desire or determination to contribute to a particular cause. Those who are

already interested in joining terrorist organisations may pursue an education if they believe that it will improve their chances of implementing terrorist activities. Those with a higher level of education may feel they have limited opportunities other than through violent action due to barriers such as their heritage or social standing. It is also possible that terrorist organisations target people with higher education and more resources for membership, due to their potential in terms of access to capital (Berrebi 2007).

4. Peace leading to education

This section focuses on how peace can provide opportunities for positive educational outcomes. It is recognised that there are many overlapping and interlinking issues between this section and the previous section.

Children and education systems often suffer during violent conflict. However, the immediate period after a conflict provides a window of opportunity to implement strategies for recovery and reconstruction, including the delivery of education (UNESCO 2011). This window of peace that follows conflict is the ideal time to implement initiatives such as peace education (a concept described above), as there is the opportunity to reinvent social spaces. Post-conflict settings present a chance for policy reform and systemic change as well as rapid development (Webster, 2013). Education initiatives can provide an early 'peace dividend'. Issues of access must be addressed before, during and after conflict, as a preventative strategy (Smith, 2010).

A synthesis report which focused on the role of education in peacebuilding in Lebanon, Nepal and Sierra Leone found that neither UNICEF nor the education sector has been strongly integrated into the UN peacebuilding agenda within countries (Novelli and Smith, 2011). The authors suggest that UNICEF should take a lead on peacebuilding, but must consider the implications of how this may affect perceptions and how peacebuilding relates to other priority areas.

Education in emergencies must prioritise the protection of children. It must respond to the negative impacts of conflict on education. Such programmes can be framed in terms of humanitarian response (Smith et al., 2011). The authors of a 2011 study urged USAID to include education in the USAID Office of Foreign Disaster Assistance (OFDA) mandate (Burde et al., 2011). There is still debate about how best to include education in frontline humanitarian aid responses. Evidence suggests those involved in education and emergencies networks are aware of the benefits and are working to deliver this. However, those working within other sectors have still to be convinced (Smith, 2011).

Conflict sensitive education programmes in times of peace

In South Sudan, there is evidence of how education programmes implemented in times of peace could have resulted in a return to violence. Abyei is a disputed territory claimed by both the governments of north and south Sudan. A mixture of Dinka and Misserya people live there. Following a peace agreement, large numbers of internally displaced people were encouraged to return. Relief efforts focused on the groups most affected by the war, favouring the Dinka. This created resentment among the Misserya – creating a potential source of conflict. Education is a key priority for both communities. To avoid a return to conflict DFID supported UNICEF to develop and implement a rapid school building and education programme. This aimed to foster peace by delivering education to both communities, thus creating a point of common interest (DFID, 2010).

Education reform

Once conflict has ended, the reconstruction of the education system is not just about physically rebuilding schools and hiring teachers. It is also about using the post-conflict period to lay the foundations for future peace. Education systems that contributed to the conditions for violent conflict must 'build back better' in times of peace. As noted in the previous section of this report, quality education can contribute directly to the social, economic and political stability of societies. Social cohesion is enhanced, reducing the risk of violence. Well-designed education reform, which can start as soon as peace is declared, will help ensure the protection of education systems and allow societies to continue living in the newly formed peace. In the peace that follows conflict, reform can lead to the inclusion of groups that were previously excluded, such as young children, girls, adolescents, disabled children, refugees and internally displaced persons and IDPs (INEE, 2010). Education reform must be sensitive to the legacies of the past within the education system. Teaching should be conflict-sensitive, gender-sensitive, culturally adequate, and socio-emotionally informed. An assessment of the existing education system will highlight harmful elements. New policies should focus on quality and expansion. Reform should include consultation with all relevant stakeholders (Ramírez-Barat and Duthie, 2015).

Education sector reforms can contribute to political, economic and social transformations in post-conflict society: "Education can also contribute to transformations within post-conflict societies in terms of changing attitudes and behaviours to violence, policing and the legal system; to better understanding of the political system and its implications for local communities; to the development of skills that support economic regeneration and sustainable livelihoods; and to changing social relations between groups dealing with the legacies of conflict" (Smith et al., 2011, p. 8). Education sector reform can be a means of conflict prevention as well as part of the post-conflict transformation. However, focusing only on 'service delivery' may lead to a fragmented approach. Also, a purely technical approach to programming is insufficient in the political environments present in situations of conflict. Collectively they can support peacebuilding by securing the confidence of stakeholders. There is also a need to develop alternative service delivery mechanisms for difficult conflict environments where education is not available for all, out of circumstance or choice:

> "Programmes directed towards education sector reform may contribute towards broader social transformations, particularly in post-conflict situations where opportunities arise to raise questions about the extent to which the education system will simply reproduce previous structures and unequal power relations. Early engagement with this issue may be particularly important, since the window of opportunity to initiate change in the immediate post-conflict period may be limited and the new UN peacebuilding architecture may have an important role in 'seeding' such work even in the early post-conflict phase" (Smith, 2011, p. 23).

Physical violence in schools

Schools must be peaceful environments for educational outcomes to be maximised. Peaceful schools are unequivocally good for education, for children and for peacebuilding (UNESCO, 2011). The UN Security Council Resolution 2225 – Safe Schools Declaration – was endorsed by 49 countries as of October 2015. It states that "education can help to protect children and youth from death, injury and exploitation; it can alleviate the psychological impact of armed conflict by offering routine and stability and can provide links to other vital services" (HRW, 2015, p.41). Despite this, there is evidence that schools are not places of peace, but too often places of violence (Seitz, 2004).

Campaigns, reports, advocacy and lobbying can help prevent violence in schools through increased awareness and knowledge of the importance of the opportunity of a safe education. Physical violence in schools may have gendered dimensions:

> "Children in conflict-affected countries are at particular risk from gender-based violence. Moreover, the direct and indirect effects of widespread sexual violence can continue long after conflicts end. Children's vulnerability to school-related gender-based violence also increases if they live with a disability, express a sexual orientation different from the mainstream, or are part of an already disadvantaged group" (UNESCO, 2015, p. 30).

Violence in schools has physical, psychological and social effects. Evidence suggests it has a significant impact on participation and attainment in education. It increases the risk of children themselves behaving aggressively. Evidence showing a non-peaceful environment directly impacting education is often difficult to identify, but some evidence exists that shows that violence in schools can become part of a cycle of conflict (UNESCO, 2011).

Research gaps

Most of the literature on education reconstruction in the peace that follows conflict adopts a development or peacebuilding perspective due to the perceived role that education plays in promoting socioeconomic development and preventing the recurrence of conflict. More research is needed to analyse the specific legacies of contexts where education was used to divide people or discriminate against certain groups for ideological purposes. There is also a research gap on the lost educational opportunities for children when there is no peace. From the evidence that does exist, it is recommended that in the peace that follows conflict, the education sector is included as part of a societal response to past human rights violations (Ramírez-Barat and Duthie, 2015). Also, further political economy analyses of the education sector are required to enhance understanding of conflict-sensitive approaches to education (Smith 2011). The rigorous literature review by Novelli et al. (2014) is a recommended starting point for more information on the political economy of education systems in conflict-affected contexts.

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Key websites

- INEE Minimum Standards for Education: Preparedness, Response, Recovery - A Commitment to Access, Quality and Accountability
  http://www.ineesite.org/en/minimum-standards

- 'Learning for Peace' – A Peacebuilding, Education and Advocacy Programme, which is a partnership between UNICEF, the Government of the Netherlands, the national governments of 14 participating countries and other key supporters. It is an innovative, cross-sectoral programme focusing on education and peacebuilding.
  http://learningforpeace.unicef.org/partners/research-consortium/research-outputs/

- Education and development working papers - This research group is an interdisciplinary team of researchers focusing on issues related to global and local (glocal) governance and multilevel

politics of education and development, with a specific focus on processes of socio-economic, political and cultural (in)justices.

https://educationanddevelopment.wordpress.com/publications/working-papers-education-and-international-development/

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About this report

This report is based on four and a half days of desk-based research. It was prepared for the Australian Government, © Australian Government 2015. The views expressed in this report are those of the author, and do not necessarily reflect the opinions of GSDRC, its partner agencies or the Australian Government.

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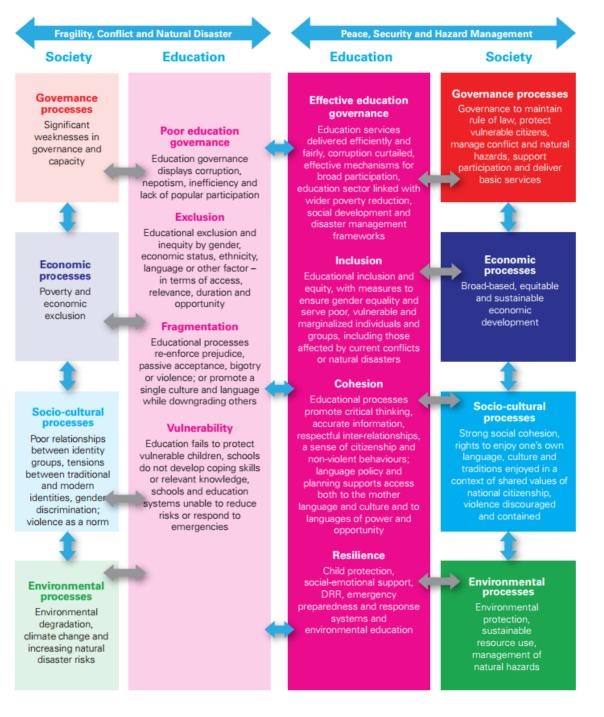
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Annex 1: Positive Peace Index

The 24 indicators used to construct the Positive Peace Index are as follows:

POSITIVE PEACE FACTORS	INDICATOR	DESCRIPTION	SOURCE
Well functioning government	Government Effectiveness	Reflects perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies	World Bank
	Rule of Law	Reflects perceptions of the extent to which agents have confidence in and abide by the rules of society, and in particular the quality of contract enforcement, property rights, the police, and the courts, as well as the likelihood of crime and violence	World Bank
	Political Culture	Measures electoral process, civil liberties, functioning of government, political participation and culture	EIU
Sound business environment	Ease of Doing Business	Measures of business regulations for local firms in 189 economies and selected cities at the subnational level	World Bank
	Economic Freedom	Measures individual's freedom to work, produce, consume, and invest in any way they please, with that freedom both protected by the state and unconstrained by the state	Heritage Foundation
	GDP per capita	GDP per capita	World Bank
Equitable distribution of resources	Life Expectancy Index Loss	The HDI Life Expectancy Index adjusted for inequality in distribution of expected length of life	UNDP
	Gini coefficient	Measures the extent to which the distribution of income or consumption expenditure among individuals or households within an economy deviates from a perfectly equal distribution	EIU
	Population living below $2/day	Percentage of the population living on less than $2.00 a day at 2005 international prices	World Bank
Acceptance of the rights of others	Intergroup Cohesion	Measures cooperation of identity groups within a society	ISS
	Empowerment Index	An additive index constructed from the Freedom of Movement, Freedom of Speech, Workers' Rights, Political Participation, and Freedom of Religion indicators	CIRI
	Gender Inequality Index	Measures women's disadvantage in three dimensions—reproductive health, empowerment and the labour market	UNDP
Good relations with neighbours	Number of visitors	Number of visitors as % of domestic population	EIU
	Regional Integration	Extent of a nation's integration with other states	EIU
	Hostility to Foreigners	Measures social attitudes towards foreigners	EIU
Free flow of information	Freedom of the Press Index	Measures the level of freedom the press	Freedom House
	World Press Freedom Index	Measures the level of safety of foreign reporters	Reporters without borders
	Mobile phone subscriptions	Number of mobile phone subscriptions per 1,000 people	ITU
High levels of human capital	School enrolment, secondary (% gross)	Total enrolment in secondary education, regardless of age, expressed as a percentage of the population of official secondary education age	World Bank
	Youth Development Index	Measures the status of 15-29 year-olds across five key domains: Education, Health and Well-being, Employment, Civic Participation and Political Participation	IEP
	Scientific publications	Number of scientific publications per 100,000 people	World Bank, IEP calculation
Low levels of corruption	Control of Corruption	Captures perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption	World Bank
	Factionalised Elites	Measures fragmentation of ruling elites and state institutions along group lines	Fund for Peace
	Perceptions of Corruption	Measures how corrupt public sectors are seen to be	Transparency International

Source: IEP 2015, p. 90.

Annex 2: Education's roles in the dynamics of peace, conflict and natural disaster

Source: UNICEF, 2014, p.41.